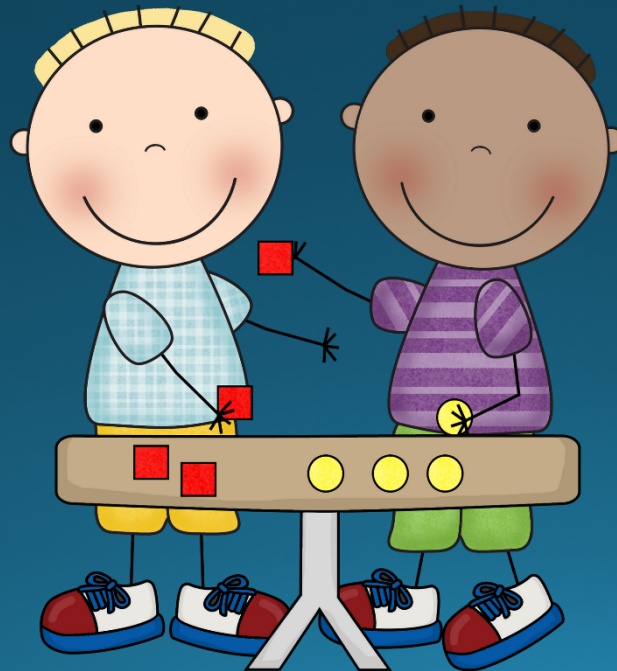


# Kinder to Prekinder Maths feedback

2016-2017



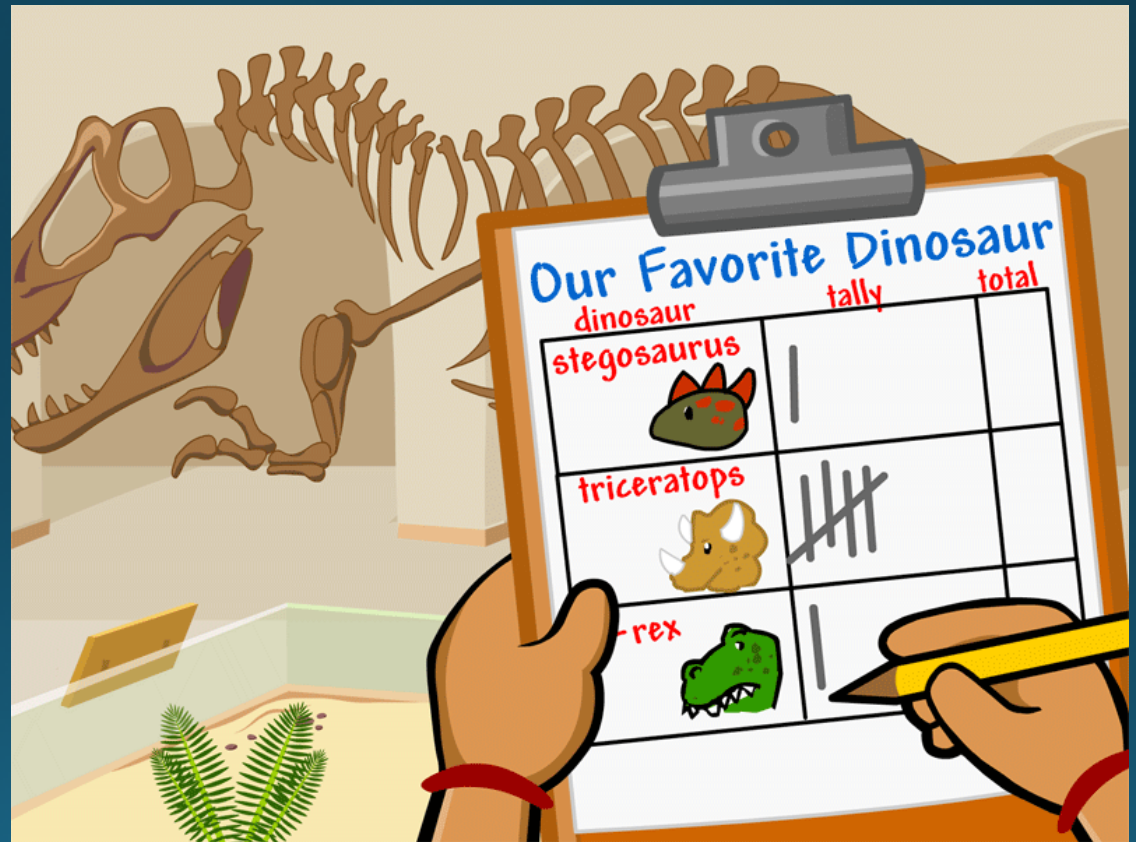
# SUMMARY

## SUMMARY OF OUR KINDER POPULATION (72 KIDS)

	HANDLING DATA				MEASUREMENT				PATTERNS AND FUNCTIONS				SHAPE AND SPACE				NUMBER															
	<u>Collections</u>				<u>Series</u>				<u>Extending and creating patterns</u>				<u>Directions</u>				<u>One-to-one correspondence</u>				<u>Counting</u>				<u>Recognizing numerals</u>				<u>Making sets</u>			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
KA	3	11	2	0	13	0	2	1	3	11	0	2	0	0	4	12	4	9	1	2	6	9	1	0	1	3	9	3	0	15	1	0
KB	4	11	3	1	16	2	0	1	5	10	3	1	4	1	4	10	9	8	0	2	5	14	0	0	5	1	6	7	5	12	2	0
KC	4	7	8	0	13	4	0	2	5	2	9	3	2	10	4	3	2	8	1	8	5	13	1	0	2	5	6	6	13	4	1	1
KD	3	6	8	1	5	11	0	2	4	12	2	0	1	6	8	3	4	10	4	0	8	7	3	0	8	7	3	0	2	10	6	0
Total	14	35	21	2	47	17	2	6	17	35	14	6	7	17	20	28	19	35	6	12	24	43	5	0	16	16	24	16	20	41	10	1

Number of children: 72

# Handling data



# The tool

- **DATA HANDING: Collections**

Show children a set of objects and ask them to make groups/sets (provide them with small containers to do so). After that, ask them if they can group the objects using a different criterion.

*I had these objects organized in groups, but something happened and now they are all mixed. Please, help me put them into groups.*

- *Why did you put these together (pointing at one group)?*



*Let's mix them again.*

*You grouped them before by \_\_\_\_\_. Now let's see if you can group them in a different way.*

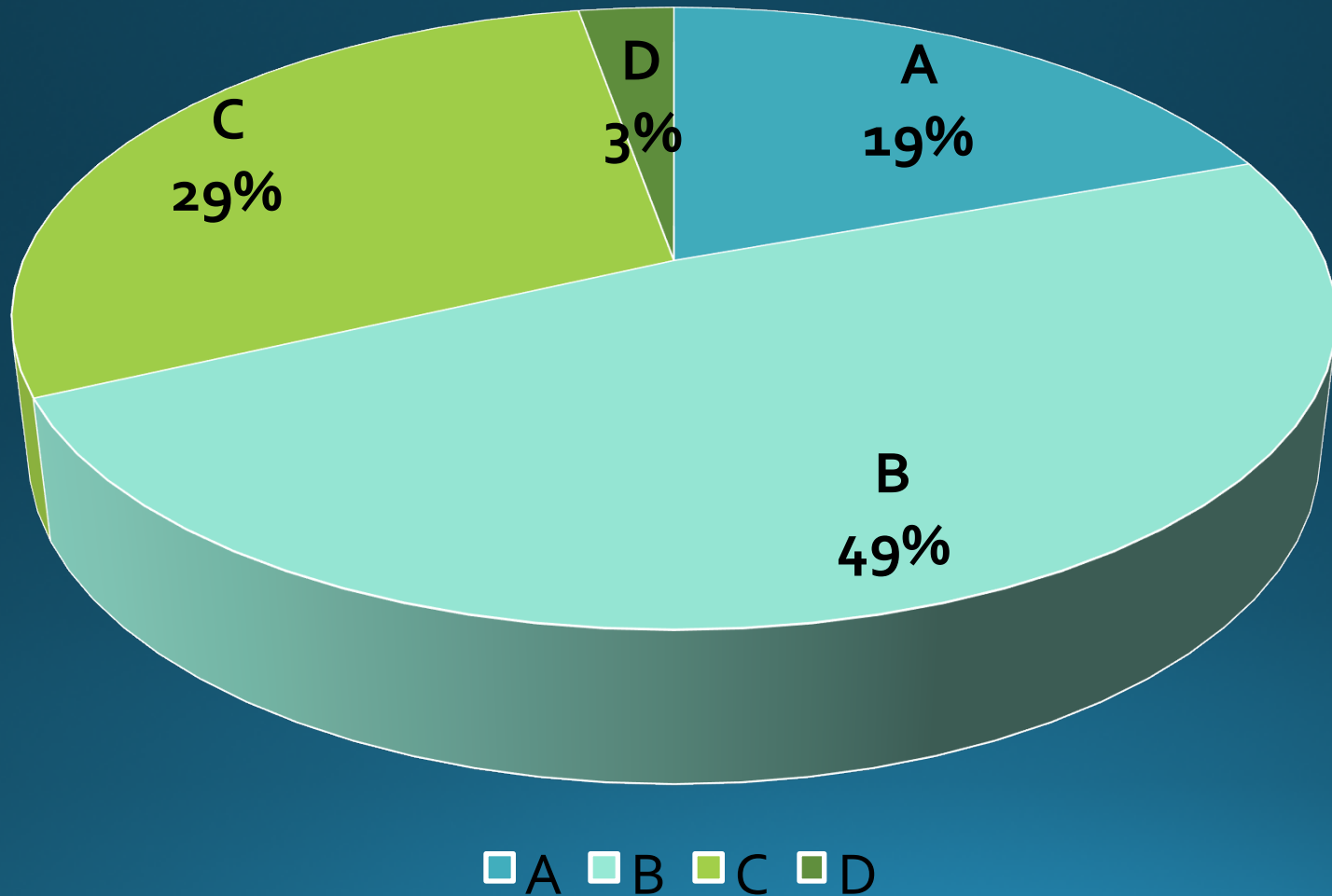
- *Now, please group them in a different way.*

# The rubric

STRANDS	A	B	C	D
<b>DATA HANDING: Collections</b>	Uses more than two criteria to organize a collection of objects into sets for a purpose.	Uses two criteria to organize a collection of objects into sets for a purpose	Uses one criterion to organize a collection of objects into sets for a purpose.	Does not group objects <u>considering a common attribute</u> .



## Making collections



# Measurement



[phillipmartin.info](http://phillipmartin.info)

# The tool

- **MEASUREMENT: Series**

Have children order a series of 7 objects by size. Then, have them close their eyes, hide one of the objects, close the gap and have children insert it where it is missing.

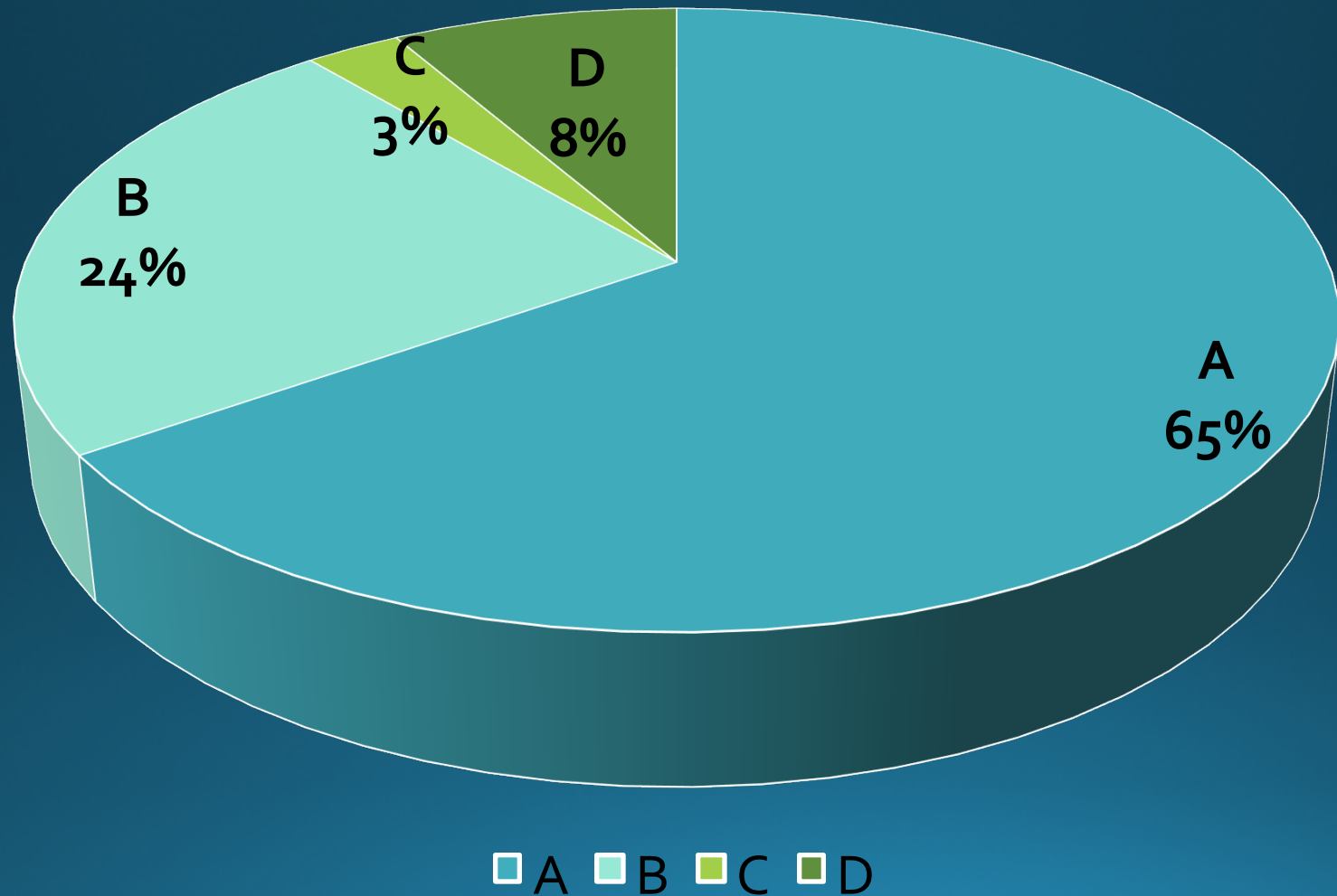
- *I need to order these \_\_\_\_\_. Help me, please!*



# The rubric

<b>MEASUREMENT: Series</b>	Makes a series of objects putting them in order and explains why one objects goes before the other.	Makes a series of objects putting them in order and inserts back in its place a missing one.	Makes a series of objects putting them in order.	Does not make a series of objects considering the size of each object.
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# Serialization



# Patterns and Functions





# The tool

- **PATTERNS AND FUNCTIONS: Extending patterns**

Start making a pattern with concrete material using 3 different shapes. Then, invite children to help you extend it. After children extend it, invite them to create a pattern on their own.

- *Look what I am doing. Can you help me with the next shape, please? What do you think comes next?*



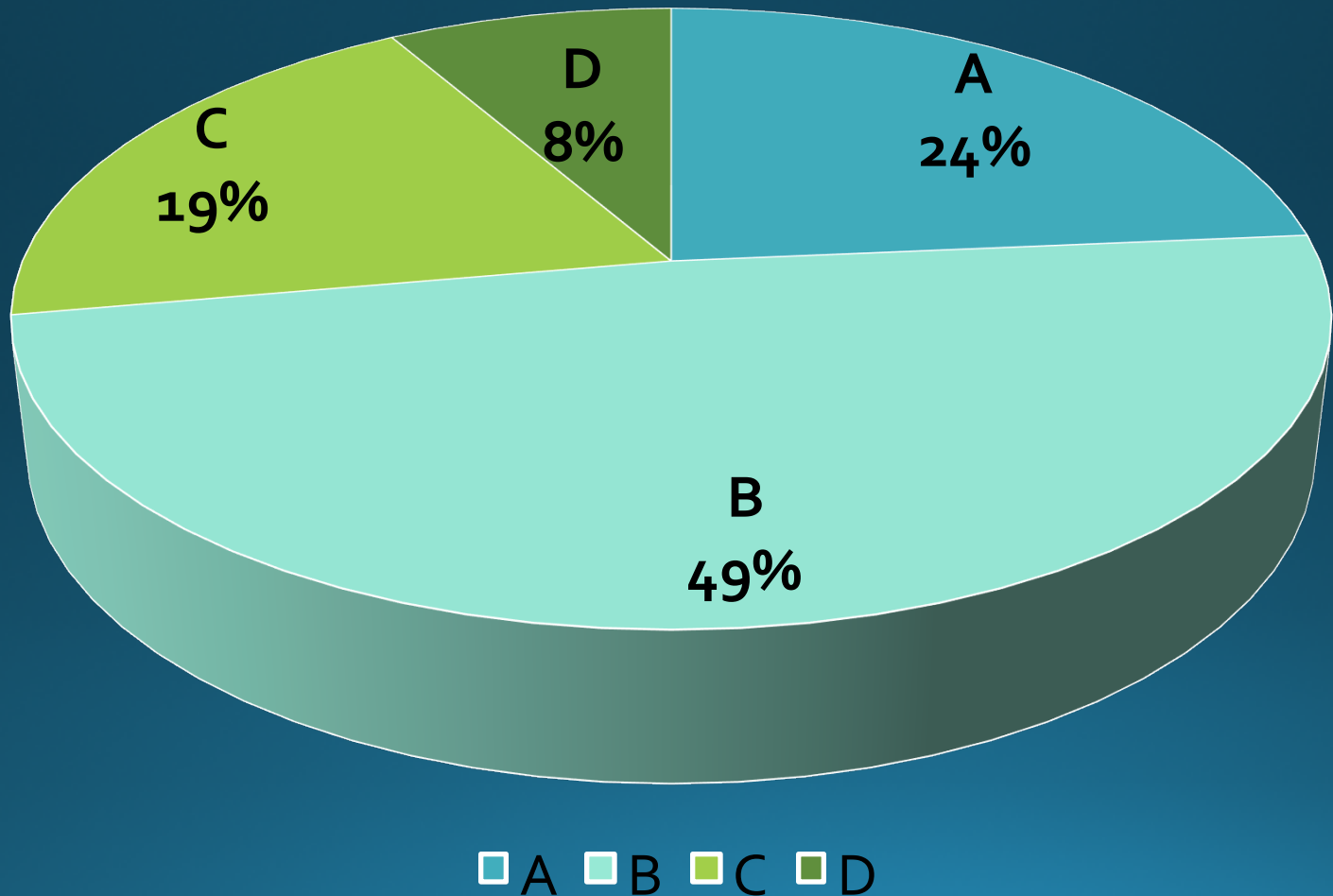
- *Create your own pattern, please. What would you put first?*



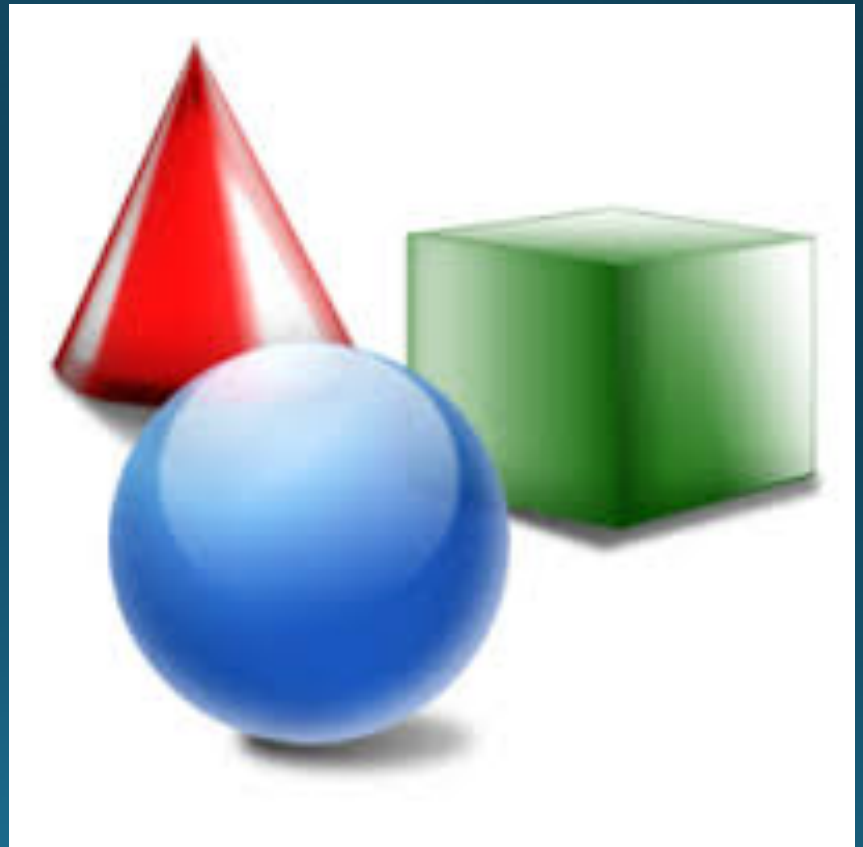
# The rubric

<b>PATTERNS AND FUNCTIONS: Extending patterns</b>	Creates a pattern using 3 different shapes.	Extends a pattern to both sides using 3 different shapes.	Extends a pattern to one of the sides using 3 different shapes.	Does not extend a pattern.
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## Extending patterns



# Shape and Space



# The tool

- SHAPE AND SPACE: Following instructions

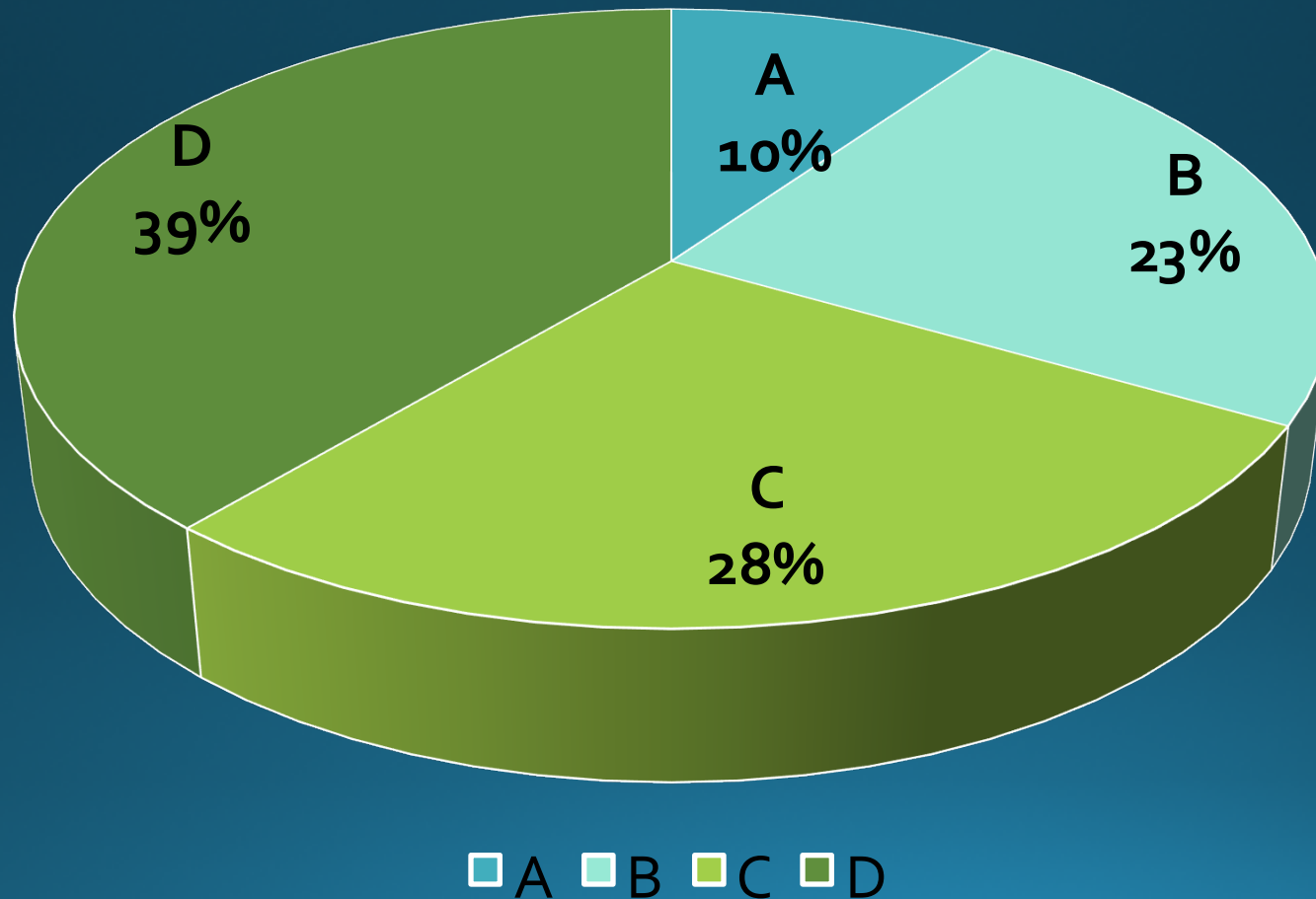


**Simon says:** Give children a couple of instructions for them to follow using these prepositions: inside, outside, on, under, in front of, behind, next to. (Register the prepositions they can follow)

# The rubric

SHAPE AND SPACE	Follows and gives instructions placing his/her body in different positions and in relation to the boundaries.	Follows all given instructions placing his/her body in different positions and in relation to the boundaries.	Follows most given instructions placing his/her body in different positions and in relation to the boundaries.	Follows a few instructions placing his/her body in different positions and in relation to the boundaries.
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## Following instructions





# Number



# The tool

- **NUMBER: Comparing quantities, counting, recognizing numbers, making sets**

## Comparing quantities using one-to-one correspondence:

Give children 12 animals and 10 pieces of food and tell them they have to feed each animal. Observe if they are able to establish correspondence and/or make any comments regarding food missing.

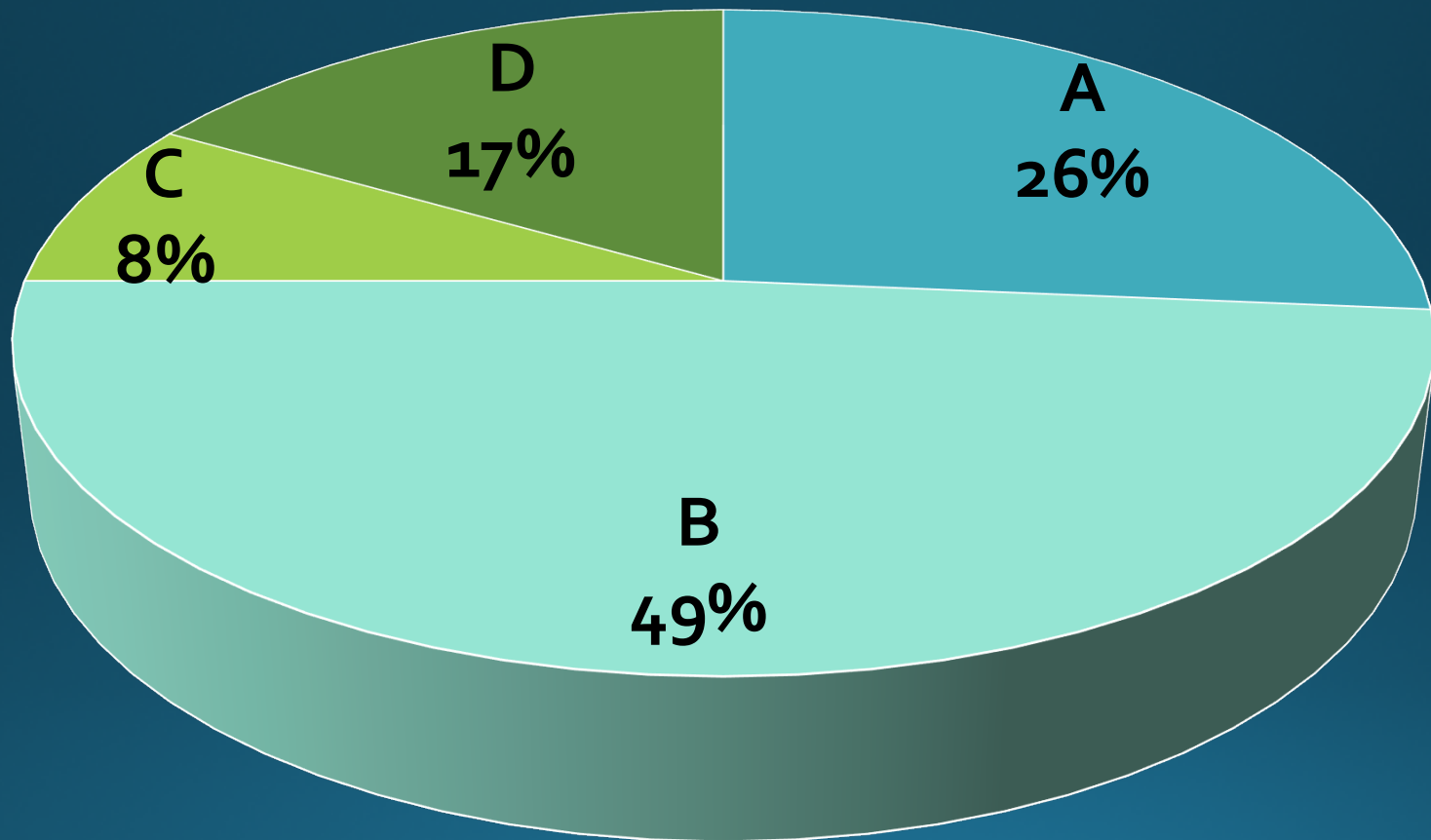
- *Pretending you are on a farm. Wake up! Wake up! It's time to feed the hens. Let's feed the chickens making sure they all eat.*



# The rubric

<b>NUMBER:</b> <b>One-to-one correspondence</b>	Shows one-to-one correspondence and makes a comment regarding objects left.	Shows one-to-one correspondence.	Needs teachers' additional explanation to show one-to-one correspondence.	Does not show one-to-one correspondence.
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# 1-1 correspondence



■ A ■ B ■ C ■ D

# The tool

## Counting up to...

Have 1 container with at least 20 counters and ask children to help you know how many you have. Listen to the child counting and note to what number he/she can keep correspondence between the number and the quantity.

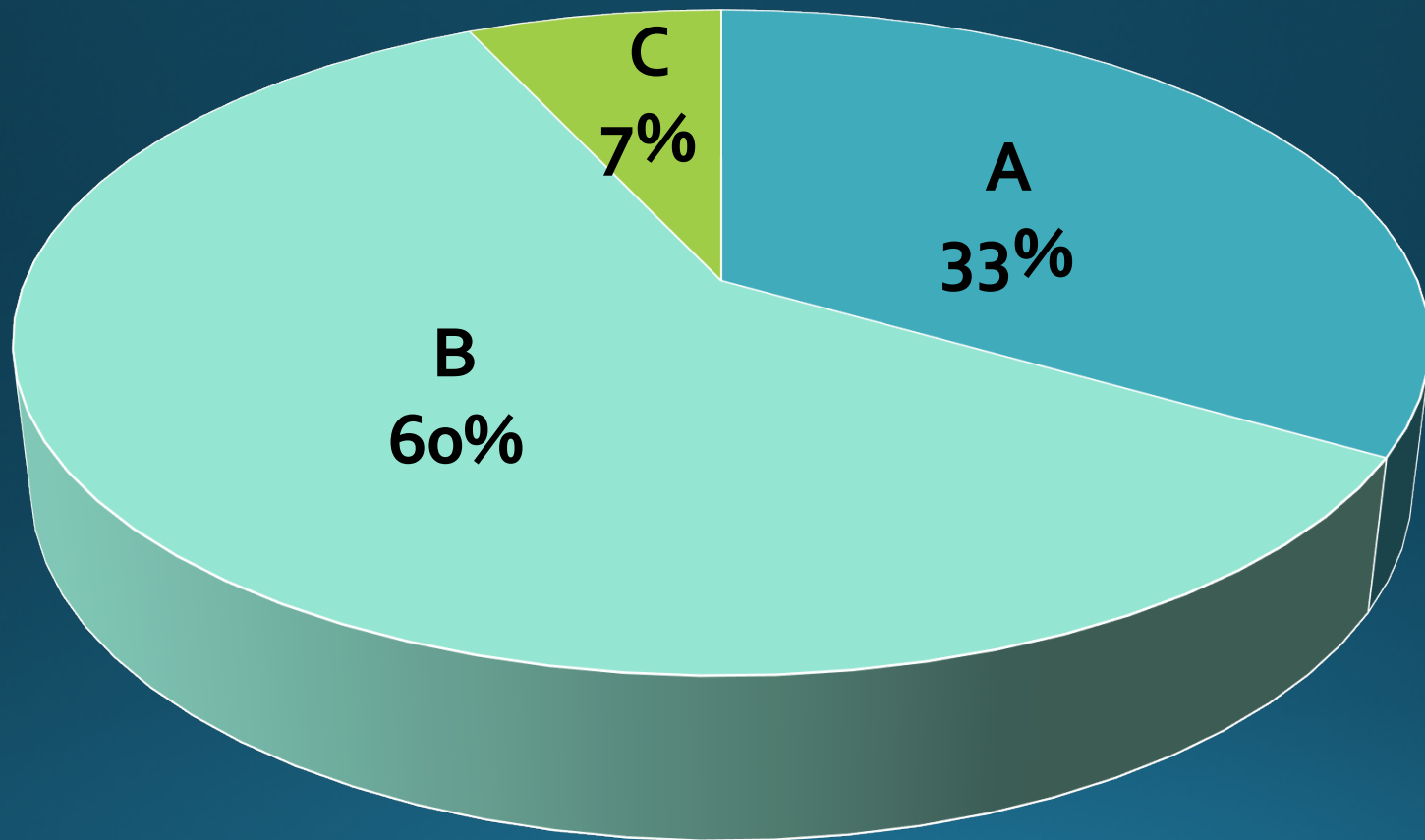


- *Do you know how many objects I have in this container? What can I do to know how many? Help me counting, please.*

# The rubric

<b>NUMBER: Counting</b>	Counts more than 12 objects keeping correspondence between number and quantity.	Counts up to 12 objects keeping correspondence between number and quantity.	Counts up to 8 objects keeping correspondence between number and quantity.	Counts up to 6 objects keeping correspondence between number and quantity.
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# Counting



■ A ■ B ■ C ■ D



# The tool

## Number recognition:

Place numbers from 1 to 15 in a dark bag. Invite your children to play by taking out one number (numeral) and saying its name.

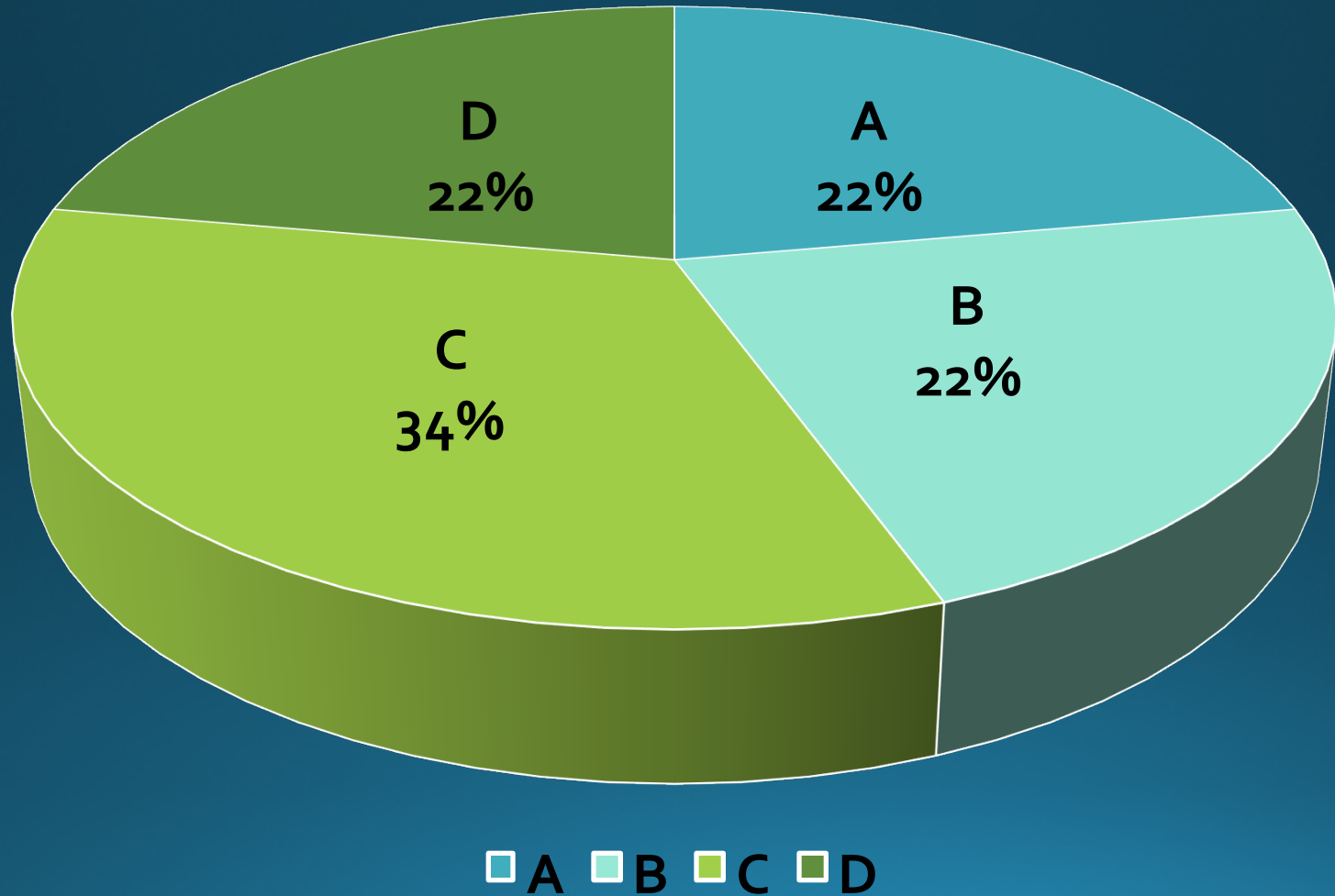


- *Magic, magic. Let's see who takes the biggest number out from this bag. Put your hand here and get one. What number is it? \_\_\_\_\_. Now it is my turn! What number is this? Who got the bigger number? You did!*

# The rubric

<b>NUMBER:</b> Recognizing numbers	Reads numbers above 12.	Reads numbers up to 12.	Reads numbers up to 8.	Reads numbers up to 6.
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# Recognizing numerals



# The tool

## Making sets:

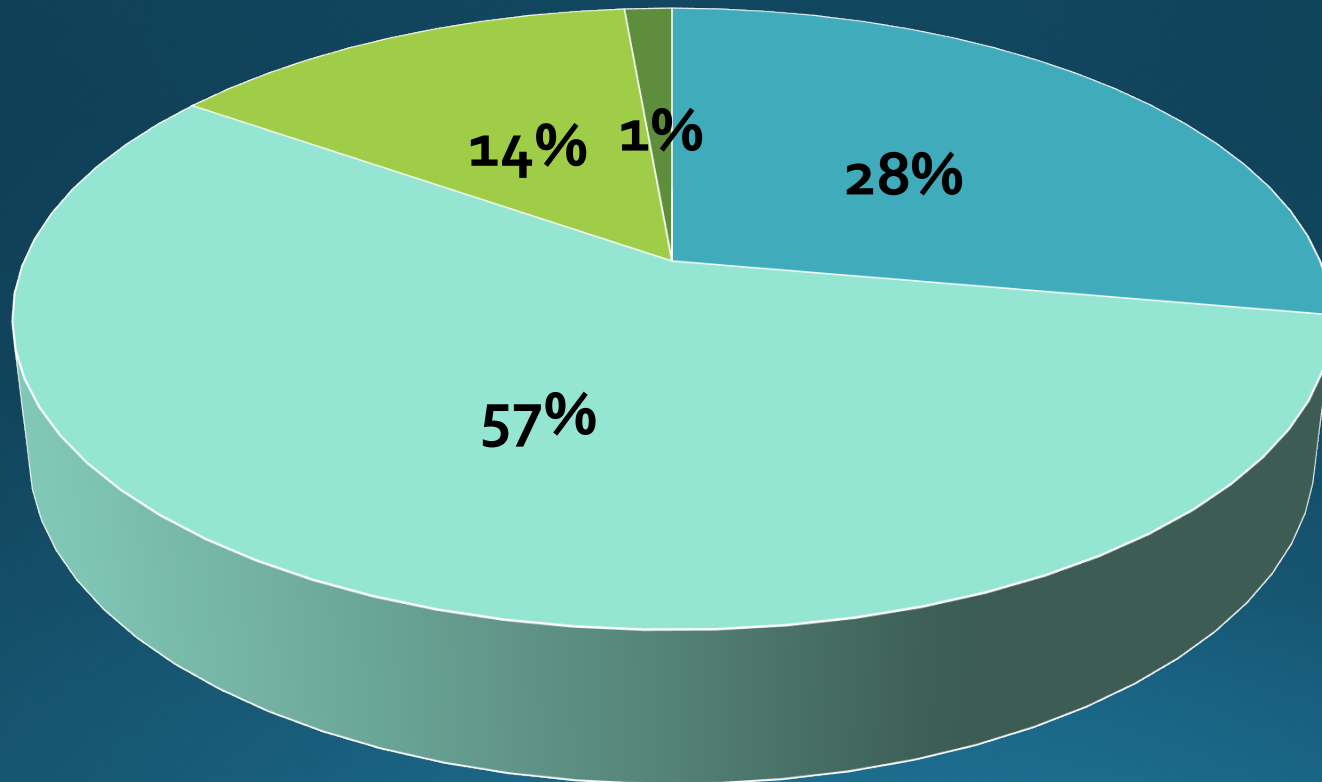
Use a counting kit to have children make sets of the given number.

- *I need to put 8 ladybugs on this leaf. Please, put on each leaf the number of ladybugs it says.*

# The rubric

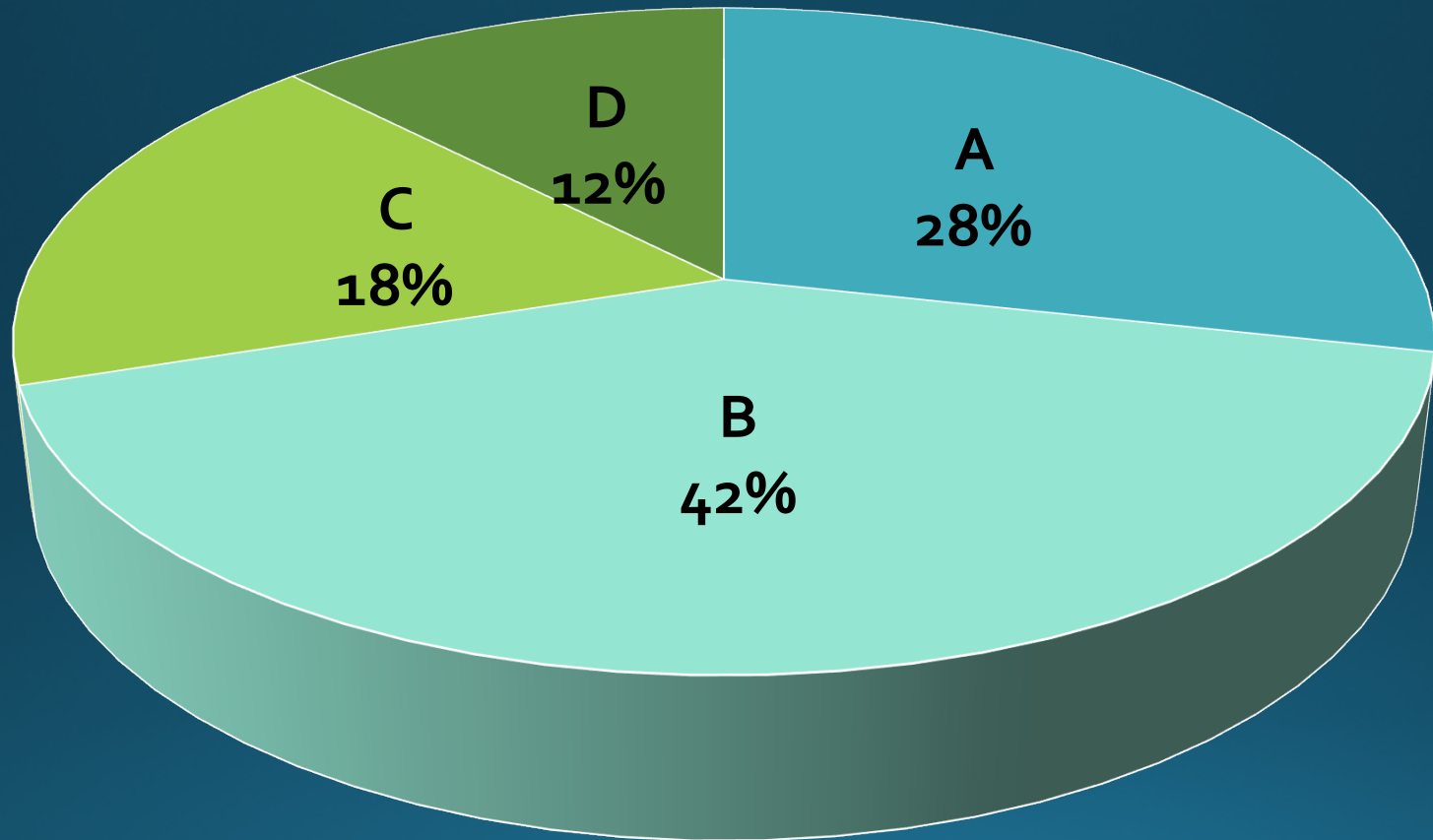
<b>NUMBER:</b> <b>Making sets</b>	Makes sets of a given numbers and orders them.	Makes sets of a given number up to 10.	Makes sets of a given number up to 8.	Makes sets of a given number up to 6.
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# Making sets



□ A □ B □ C □ D

# General Maths performance Kinder children



■ A ■ B ■ C ■ D



# Recommendations

- Let's exaggerate the pronunciation of the /o/ in number 3. Children are pronouncing it /tri:/ as in tree.
- Make sure English is used in Maths learning experiences so that our children make Maths vocabulary in the L2 theirs. Using manipulatives and visual clues while using Maths skills in authentic contexts, on a daily basis, facilitates this.
- Continue introducing concepts using concrete material and let them make their thinking visible using their own graphic representations before moving into abstract notations.
- Everytime children are working on counting, they should be with a teacher to make sure they are using the right number sequence.
- Continue working on differentiation in all the strands, considering expectations in Kinder.

